Gladstone Primary School

0147

Annual Report 2010

Learning for Life
“You can teach a student a lesson a day; but if you can teach them to learn by creating curiosity, then they will continue the learning process as long as they live”
--Clay P Bedford

Melrose leadership and team building sleepover- March 2010.
At Gladstone Primary School we work together to develop happy, confident, motivated and independent learners in a supportive environment. The school community promotes active, responsible participation enabling all to reach their personal best.
Comparisons between the 2007 and the 2010 interpretations show a distinct development of learning language over the space of the last 3 year Site Learning Plan period.
The 2010 school year was the culminating year in the Site’s Three Year Learning Plan, developed at the beginning of the 2008 school year to focus on improving learning outcomes for all students in our care. The year saw a number of new projects and strategies introduced, our school became the Teaching for Effective Learning (TfEL) focus school in the district, along with Gladstone High School, with the appointment of Leonie Harris as the Specialist Teacher to support staff in developing their pedagogy under the new TfEL Framework. The school undertook the Supporting School Improvement Diagnostic Review in early term four, with the report findings being summarised in this report.

There has been a great deal of progress made in the delivery of curriculum, improved teacher pedagogy, with a clear direction on future planning because of the involvement of the TfEL and Diagnostic processes.

Summary of 2010 Site Learning Plan

Targets for the 2010 School year

- In Literacy and Numeracy individual scores in NAPLAN results will see all year 3, 5 & 7 students at or above National Minimum Standards.
- Students involved in intervention programs will show continual personal growth and improvements in the area of Literacy. All year 3-7 students will have individual spelling programs.
- Attendance will be at or above 93%.
- Staff will work closely with the Teaching for Effective Learning coach to improve educational outcomes through focussing on improving teaching pedagogy.
- Individual Learning Plans and Character Plans to be imbedded in classroom processes.
- Parent, student and staff surveys will indicate a greater satisfaction in Relationships and Communication in the school.

To achieve these targets a number of strategic directions were put in place.

Using data to measure student improvement. Data will come from School Entry Assessments, National Literacy and Numeracy Tests (NAPLAN), School Diagnostic Tests, Student Behaviour Management Records, Attendance Data, and Accelerated Reading results. Satisfaction surveys will be conducted with staff, parents and students.

The use of ICT
The delivery of effective teaching programs to complement the use of Smartboards installed in 2008. Accessing T&D around developing learning programs that make use of the ICT resources in the school. Installation of a new curriculum server and replace curriculum computers into our new library building to upgrade current network. Allocating teacher release time to maintain and upgrade current ICT equipment and systems.

Training and Development
The provision of Training and Development for all staff in the use of ICT systems, Literacy, Maths and Science Strategy, Teaching Pedagogy, and Personal/ Professional Development areas highlighted in Performance Management Plans. Areas of learning from this T&D to be implemented into teaching/ whole school programs.

Using flexible staffing options to focus on the following areas:

- Maintain 2009 Intervention programs for students at risk of not meeting Reading benchmarks. Continue individual spelling program for years 3/7 students.
- Focus on improving Pedagogy by working closely with the TfEL coach, and the Principal as Literacy Leader project (PALL) to continue to improve Literacy levels in all students.
- Student Learning linked to personal well being –Greater focus on individual Learning Plans and Character Building Plans for all students-focussing on skill development and citizenship in the community.
- Transition– maintaining and expanding learning links with Gladstone Kindergarten. Expanding transition processes across the whole school year with Gladstone High School, and working closely with Gladstone High staff through the Teaching for Effective Learning Coaching position.
- Implementation of the Maths and Science Strategy across the school.

Training and Development
All staff have completed their required hours of training for the 2010 school year. The main focus on our Training and Development this year was in two areas, Literacy and Pedagogy.
11 TRT days were used and $1612.46 spent throughout the year for staff to attend other Training relevant to our school directions. These focussed on our priorities in improving Student Well-being and Numeracy/ Literacy levels.

Establishing Focus Areas in the following:

ICT
Students continued to develop skills in this area, through continued focus on the Personal Learning Program in the middle and upper primary years. Year 5/6/7 students learnt the process of Pod-casting using Apple Macbooks towards the end of the year, while Junior Primary teachers continued to provide excellent Oral language activities to their class through their Smartboard.

With the building of the new Library, the decision was made to postpone the purchasing of a new computer system until the building project was finished. This resulted in many of our current computers becoming quite slow and tedious for students to use.

At the end of 2010, in readiness for the 2011 school year, twenty two new desktop computers were ordered, under a new LG Network system, requiring only two mainframe boxes to power the entire network. In addition to this a further six Macbooks, 3 Apple I-pads and 4 Apple I-pod touches were ordered to complement learning programs in the new Library building and in classrooms. 2011 promises to be a very exciting time for ICT in the school, and well worth the patience that has been shown by the students and staff. All ICT equipment will be maintained by outsourcing maintenance to an ICT specialist technician.

Intervention Strategies- Individual Learning Plans.

- All year 3-7 students will have individual spelling programs.
- Individual Learning Plans and Character Plans to be used as specific learning tools in the classroom to measure learning improvements and outcomes.

In 2010, all students, regardless of their ability, were placed on an Individual Learning Plan where Staff, Students and Parents had input into the development of the learning and teaching programs to suit the individual. After consultation with staff the ILP was modified at the beginning of the 2010 school year to make it more user friendly for all stakeholders. The Individual Learning Plan has become a valuable tool in discussing student progress and was used extensively across all year levels at Parent/ Teacher interviews in term 2 this year. Teachers were able to contact all parents and talk to them either formally or informally about their children’s learning using this plan as a discussion template. The Principal also held interviews with all Reception to year 7 students in term 2 to review and discuss their plans and set goals for the remainder of the year. An addition to this process in 2010 saw students reflect at the end of each term, on the learning goals they had set at the beginning of each term. Students had to also use data to give evidence of improvement and rate their level of improvement using this data. This was particularly powerful because students were able to recognise their areas of strength and areas of improvement and were using a learning language to describe their achievements. This is an area that will continue to grow in 2011, where as a school we continue to include students in their learning, enabling them to learn the skills of self reflection, in our quest to see all students become expert learners.

Staff has seen the positive benefits of these for a number of reasons.

- Good for parents to be involved in their children’s learning
- Excellent for the Principal to talk about students’ learning development by focussing on the plans
- Greater student focus on their own learning
- Greater parent participation in learning
- Students are having a better understanding of the use of data and how it can drive learning improvement.

Areas highlighted for improvement

- Have specific review dates during the school year where the whole school sets specific focus time to work on updating plans.
- Continue to skill students in the use of their data, how they can access this and
how they can set their own learning targets through data analysis.

Transition- greater involvement with the Gladstone Kindergarten and Gladstone High School.

In the first half of 2010 our CPSW continued to spent 2 hours every week visiting the Kindergarten as a first step for the transition of new students into our school. This proved to be very beneficial as our new students had a familiar face in the school setting upon arriving. We also established a buddy program, when every Tuesday afternoon our CPSW would take 2-3 students to the Kindergarten for a 40 minute session of play based learning. This helped to establish positive relationships between the two sites and gave both Kindy and Primary students a familiarisation that helped in the whole transition process. This program did become quite difficult in the latter stages of 2010 due to Director changes at the Kindergarten and no transition students coming to our school until term 2 2011.

The relationship between the Primary and High School continued to strengthen in 2010 with students being involved in a number of cross site visits by students from each school. Once again we participated in the GHS swimming carnival, Athletics Day, MINSEC athletics, and PE activities at the High School. Students from GHS undertook work experience at our school, and year 10 and 11 students ran specific PE lessons with our year 6/7 students to achieve the SACE requirements.

Our middle school students also participated in a number of other activities with the High School, including Motivate Multi Media seminars.

In 2010 the TfEL project encouraged joint staff meetings between the two sites, and will push positively to establish Professional Learning Communities across both sites to bring learning pedagogy across years R-12 closer together.

Developing Whole School Culture in Participation and Teamwork.

In 2010 we have seen a number of projects completed that have grown from the strong foundations that have been put in place in the last four years of our whole school values development.

Students had the idea of building a mini golf course during the year. All planning and work was completed by the students, students sought sponsorship, and designed signs for each hole. Wendy Smith’s cooking program has again encouraged parents to attend the school and share their children’s learning. This year Wendy has again coordinated the Gladstone Gift, in which students cook as a family and then take home their cooking to share with family and friends. A scrap book is then produced with photos and writing from the siblings celebrating their sharing. Mark Roullier, in his role as CPSW has also worked with students on supporting projects which improve the outlook of the school, particularly in the school’s vegetable garden. Mark has also promoted healthy eating by cooking produce from the garden and sharing it at lunch and recess times. Projects have included sign painting and bird box production.

Parents have participated in assemblies, parent/teacher interviews, open and acquaintance nights, walk around Antarctica and have taken an active role in their children’s education. Parents continued to receive a raffle ticket each time they participated in their children’s education in 2010. These were collected and a draw conducted at the end of the year with 5 separate prizes awarded that the parents could share with their family. Again as was the case last year, over 350 tickets were given out to parents during the year.
Site Improvement.

In early 2010 our oval was levelled and reseeded through the National School Pride Program, with a portable Flicx cricket pitch installed. A new Library was constructed through the Building the Education Revolution stimulus funding.

Embedding Restorative Justice Practices across the school through the reinforcement of our school values.

This is an area that has seen a significant positive growth over the last three years. There is now a common understanding of what our school values mean in the school community and a specific language has developed around learning that complements these values. Our focus is now primarily on learning, all SBM processes focus on learning and concrete processes are in place to skill students to understand the importance of learning, and how best to learn. Student Behaviour Management incidences dropped considerably with classroom exits to the office happening minimally throughout the year.

There has however, been a need to action a number of suspensions throughout the year for students who have not followed our behaviour code and have instead made negative choices around acting unsafely, bullying others, or using violence to solve problems.

When SBM issues needed action the process was able to be completed with the cooperation and acceptance of all parties involved. Mediation processes were effective in solving disputes between students, and staff continued to model positive Restorative Justice procedures dealing with all issues with a focus on learning at the classroom level. Parents have also been extremely cooperative throughout this process because they understand the importance of learning for their children, and that negative behaviour will impact on the ability of all students to learn.

Our values are continually reinforced in the classroom, and across the school community with newsletter articles and assembly presentations.

Students in 2010 continued to participate in “Circle Time Solutions,” a values based whole class discussion session where students have equal time to express views and opinions with small groups and the whole class.

Focus on Well-being

Well-Being Enquiry Question:

“How has the explicit teaching of the school values, and the use of restorative justice practices impacted on the positive well-being of the students and community at Gladstone Primary School?”
of our values though both intrinsic and extrinsic feedback in the classroom. In the 2010 school year our values education was developed further by introducing the Peace-makers program where each class formulated a creed that they would follow as individuals, and as a team to ensure relationships and their environment were peaceful in order to get the maximum benefits from learning in the school setting. From this grew the Positive Peace-makers Peers Support Program (PPPSP) where year 5/6/7 students spent 45 minutes a fortnight on a rotational roster working with R/1 students role modelling positive behaviour and undertaking peer learning activities. Both of these programs brought a significant level of pride and peer bonding into the school.

The year 5/6/7 Peace-Makers Creed

As Individuals we agree to:
- Try our hardest.
- Use our learning time to learn.
- Use positive language.

As a team we agree to:
- Cooperate with each other.
- Have a happy attitude to everyone.
- Listen when others are speaking.

We will keep our classroom a peaceful environment by:
- Having our pictures and names displayed on the windows and walls.
- Keeping our furniture and equipment in good condition.
- Displaying our work on the walls.

People using manners
- Lovely things
- Doing good things
- Playing nicely
- People being friends.

Looks like
- People talking nicely
- People cooperating
- Nice reading
- Nice packing up
- Nice talk
- Talking nicely to teachers

Feels like
- Very good
- Like a peace-maker
- Happy
- Fun
- Being funny
- Treated nicely.

Year R/1
The Supporting School Improvement (SSI) - Diagnostic Review

In 2010 our school community was involved in a major review that looked at our learning structures across the school. This review was an intensive three day exercise that involved discussions and interviews with representatives from all stakeholders in the school community, observations in classrooms, and a full review of operational and learning policies in the school.

Below is the executive summary of the review outlining commendations and recommendations that came out of the review.

The Supporting School Improvement (SSI) - Diagnostic Review is one component of the DECS strategy to implement the Communities Making a Difference National Partnership. This initiative aims to raise achievement levels and redress the performance gap for students in low SES schools by promoting and supporting the development of effective whole school approaches to literacy teaching and learning.

The SSI diagnostic review process was undertaken at Gladstone Primary School on 20th, 21st, 23rd October 2010.

The SSI diagnostic review team members were:
- Peter Young, Diagnostic Review Officer, Quality Improvement and Effectiveness Unit, Chairperson
- Amanda O'Shea, Regional Leadership Consultant, Yorke & Mid North Region
- Leonie Harris, Gladstone Primary School, Staff Representative
- Susan Hart, Principal, Brinkworth Primary School
- David Hodge, Curriculum Consultant, Yorke & Mid North Region.

The Diagnostic Process
The SSI diagnostic review process included the following components:
- Consideration of a range of school documentation (including Site Improvement Plan, policy documents, Context Statement, student reports and assessment folders) and student data including demographic and achievement data
- A two day site visit where the diagnostic review team members sought information and opinions from students, staff and parents. The site visit included a tour of the school by the principal, a presentation by the principal of the site context and history, information to staff and Governing Council members by SSI chairperson, 6 interviews with individual staff members, 4 focus groups (with the Parents, Leadership, Student leaders and Christian Pastoral Support Workers), 9 hours 40 minutes of observations with students using the 'follow a student' process and a staff survey developed for the SSI process
- A third day involving the review team in intensive deliberations and the preparation of a draft report detailing commendations and recommendations for improvement to be used as the basis for the final diagnostic review report

The Diagnostic Review Report
The diagnostic review report seeks to provide a valid picture of literacy teaching and learning at Gladstone Primary School. It reflects teaching in the school and how this affects student learning outcomes. The purpose of this report is to provide commendations and recommendations that will support opportunities for continuous improvement in teaching and learning.

The report is designed to have value for all audiences concerned with improving student outcomes in literacy at Gladstone Primary School. However, the most important audience is the school itself. Hopkins, 2001 highlights 'school improvement is not about a dependency culture but about the school doing something for itself, which it wants to do'

Hence the report is to support and provide future direction.

The report is structured under four areas that are levers for school improvement. These are Focus on Learning, Attend to Culture, Set Directions and Share Leadership, as described in DECS Improvement and Accountability framework (DIAf). These areas have been selected from current research as drivers of improvement.
The purpose of the report is to support and provide directions for the staff of Gladstone Primary School. With support from the regional and central office personnel including the Regional Leadership Consultant, the leadership and staff of the school should carefully decide what changes they want to make in teaching and learning, and how the Gladstone Primary School site improvement and management plans can be developed to best achieve these recommendations.

A full copy of the report is provided to the school and should be made accessible to staff and Governing Council members to support planning and discussions.

**REPORT SUMMARY: COMMENDATIONS**

The SSI team appreciate the excellent prior organisation and support for the SSI Diagnostic Review process by the principal and staff. The SSI team values the effort staff made to accommodate them in the staffroom and for the delicious food provided at break times. Friendly and polite students greeted members of the SSI team in a welcoming manner.

The SSI team commends the students of GPS for the polite, friendly and respectful way they relate to each other, staff and visitors.

Staff and parents reported that the principal promotes consistent expectations of behaviour pertaining to school values for all members of the school community. The SSI team commends the principal for the consistent promotion of expectations to the school community.

The school values of caring, following rules, respect, honesty and forgiveness are embedded in the culture of GPS. Large murals placed on school fences, on two road frontages, inform people of these values. The values are reinforced by posters displayed throughout the school. The school newsletter, letterhead and Annual Report reiterate these messages. Students of all ages were able to demonstrate clear understanding of the school values to members of the SSI team.

It was evident to the SSI team that the values of the school are accepted and put into practice by all staff and almost all students at GPS. The SSI team commends the school for the consistent promotion and commitment to the school’s values.

A strong sense of belonging is evident at GPS. The work of the CPSWs at GPS supports the work of teachers and SSOs to give students a sense of identity and ownership. The ‘Gladstone Gift’, a scrap book of students learning from classes with the CPSWs, exemplifies the strong links that are encouraged between school and family at GPS. The SSI team applauds the opportunities that are given for students to strengthen their connections with the school and the links that are made between the student, family and school.

The SSI team commends the staff on the quality of the learning spaces at GPS. Classrooms were vibrant with numerous displays of student work and many large, colourful scaffolds for learning. This display was linked to 2010 with a photograph of the school community surrounded by posters that depict the school values.

The SSI team congratulates the staff, parents and students for the clean, attractive gardens and outdoor learning areas of the school which link to real life learning and reflect student voice.

Student voice at GPS is encouraged and respected and influences many aspects of the curriculum and school environment. Student leaders provide an authentic link between the young people at GPS and the school adults. Student input into playground design, school uniform and the outdoor environment are evident. The SSI team compliments the students at GPS for their role toward improving and maintaining a clean, vibrant, learning orientated school environment.

The SSI team commend the school for the consistent and calm manner in which school rules are promoted. Restorative Justice Practices, which underpin the school’s Behaviour Management Policy, are applied when student behaviour is unacceptable. Students are reminded of the school values and asked to calmly reflect on their behaviour. It was reported by staff that it is common for students to tell students new to GPS who behave inappropriately “that is not the
way we do things at Gladstone Primary School”. It was clear to team members that the link between school values and school rules is accepted by all staff, students and parents and is embedded in the culture of the school.

Information Communication and Technology (ICT) resources are a feature of the personalised learning opportunities available for students at GPS. A range of technology supports the variety of strategies used by teachers to engage students and provide them with individualised learning. In all classrooms ICT was used by teachers and students. Teachers reported students treat the ICT equipment with due care. The SSI team compliments the staff and students for the way they use ICT to individualise and improve learning opportunities at GPS.

In 2010 staff meetings have a strong focus on professional development with topics linked to the Site Improvement Plan (SIP). The current focus on Teaching for Effective Learning (TfEL) provides opportunities for school staff to extend their professional knowledge and apply current teaching and learning theory to classroom practice. The SSI team commend the school staff for their whole school approach to professional development and the links this learning has with the SIP.

The principal reported the school’s financial position is very sound. The SSI team compliments the Governing Council (GC) for the financial support it provides for school resources and learning initiatives that give students at GPS a wide variety of learning opportunities.

The SSI team commends Gladstone Primary School on the areas of strength noted in this report. These strengths can be used to direct and support continuous improvement of the school.

Recommendation 1: FOCUS ON LEARNING
That the Principal at Gladstone Primary School works collaboratively with staff to:

a. further develop and implement an agreed whole school literacy improvement approach that clearly defines literacy assessment, curriculum and pedagogy to enable teachers to plan and sequence literacy learning in their classrooms
b. build on current quality teaching and learning practice that ensure high expectations of all learners through challenging and differentiated learning opportunities
c. maximise the opportunities for regular, structured time for teachers to analyse data, plan and program for the improvement of literacy outcomes for all learners.

Recommendation 2: ATTEND TO CULTURE
That the Principal at Gladstone Primary School works collaboratively with staff to:

a. strengthen professional development and performance management processes to better align with agreements and expectations within the Site Improvement Plan
b. review processes that determine documentation and communication to reflect school policy and ensure common understanding.

Recommendation 3: SET DIRECTIONS
That the Principal at Gladstone Primary School works collaboratively with staff to:

further refine the Site Improvement Plan to incorporate a limited number of evidence based strategies that inform practice at the classroom level to reach agreed targets

Recommendation 4: SHARE LEADERSHIP
That the Principal at Gladstone Primary School works collaboratively with staff to:

further develop his role as an instructional leader and focus on leading improvement in literacy teaching and learning and raise student achievement and improve literacy outcomes.

Recommendations listed above were no surprise to the school. These recommendations are what as a school we highlighted before the review as areas that we need to build on in the development of our next 3 year Site Improvement Plan. In 2011 staff will formulate a Professional Learning Community format of working together to address these recommendations and plan strategically to include them in our 2011-13 Site Improvement Plan.
Reporting on analysis of site and student performance

Enrolments

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This year our site began with an enrolment of 42 students and increased in the second half of the year to 60 students. This was due to families moving into the district, students transferring from other schools and 6 students transitioning from Kindergarten in term 3.

Attendance

Target: Attendance will be above State Average. (93%)

Attendance is followed up through notes home to parents the day after the student is absent. Phone calls to school and from school to home have been actioned throughout the year to follow up on attendance also.

Although we are above the state average in attendance we did not achieve our set target of 93%, we have improved by 1.1% from last year. These figures are however Semester 1 comparative figures, which do not give an indication of a full years attendance figures.

There are a number of students this year, regardless of the work the school does, who have missed significant amounts of school days. This is very frustrating for the school as it impacts significantly on learning outcomes.

NAPLAN Data

Target: In Literacy and Numeracy individual scores in NAPLAN results will see year 3, 5 & 7 students at or above National benchmarks.

To summarize this in simple terms we have come very close to achieving this target. The table on the following page gives us a breakdown of achievements for the students in year 3, 5 and 7. These have been done as a collective group to respect the identity of those students in small year level cohorts.
The darker shaded, bold numbered boxes are students who have reached National Minimum Standards (NMS) or better, and the lighter less bold number the students who failed to reach the standards in this year’s test.

Growth rate from 2008 to 2010

This table compares individual results of the same students, which tells us the progress they are making. This particular cohort of students haven’t experienced the growth in these tests as we would have hoped to see which is an area we must look into and address in 2011.

To interpret this graph it needs to be understood that National Minimum Standard for year 3 sits at band 2.

To interpret this graph it needs to be understood that National Minimum Standard for year 5 sits at band 4.

Areas highlighted for improvement
It is now time as a school that we begin to look at individual students’ NAPLAN data to plan and create learning improvement opportunities for them specific to their needs. Also setting and analysing individual targets that are well above National Minimum Standards.
Running Records Data

Year 1

At the end of year 1 students should be reading at level 15-20. 90% of our students have achieved this. At the end of year 2 students should be reading at level 22-26. 100% of students have achieved this.

Destination Data

In 2008 14 students transferred to Government Schools, 1 to non Government school, 1 unknown (transient short term enrolment from interstate)

Staff Qualifications.

All teaching staff at Gladstone Primary School are registered with the South Australian Teachers Registration Board and this status is checked annually by the Principal. All teachers have a qualification of a Diploma of Teaching or better and all are qualified to carry out their duties at the year levels and subjects that they teach.

Staffing was made up of the following fractions of time;

4.2 FTE teaching
Principal 1.0
1 Coordinator L3 –TfEL Specialist teacher (salary paid through Federal Funding)
1 teacher 1.0
1 teacher 0.8
2 teachers 0.6
1 teacher 0.2

61hpw SSO
SSO2 30hpw
SSO1 21hpw
SSO1 15hpw
Groundsman $15,000 fixed contract
Opinion Surveys

Target - Parent, student and staff surveys will indicate a greater satisfaction relationships and communication in the school.

DECS Parent, Student and Staff Opinion Survey - 2010
0147 Gladstone Primary School

Comparison of Aggregated School Opinion to Region and State Values (top 25%, middle 50%, lower 25%)

REGION COMPARISON

Staff Opinion

Student Opinion

Legend

Scores have been calibrated across all surveys to give an average of 10 and deviation of 1. This means comparisons can be made between parent, staff and student surveys and typically 95% of the responses are between 8 and 12 in any survey. The black diamond represents current score, and the white dot your previous result (if your site participated last year).
It is pleasing to see that in all areas we register in or are close to the top 25th percentile throughout the school community. A great deal of work has been done around promoting learning in the school and establishing positive working relationships within the school community which is now being reflected positively in this data.

**Parent opinion**

**Relationships and communication (Target focus)**

![Graph showing parent opinion on relationships and communication](image)

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<th>Disagree</th>
<th>Neutral</th>
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<td>I feel welcome at this school.</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>7%</td>
<td>79%</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>This school assists the development of my child's personal and social skills.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
<td>71%</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>I am comfortable about approaching my child's teachers to talk about his/her progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>43%</td>
<td>57%</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>I am given opportunities to have a say in matters about this school.</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>21%</td>
<td>64%</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>There is a broad variety of communications that inform parents about this school.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
<td>14</td>
</tr>
<tr>
<td>6</td>
<td>Students from all backgrounds and cultures are treated fairly at this school.</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>21%</td>
<td>64%</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>The staff always listen to what I have to say about my child's development and needs.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>36%</td>
<td>64%</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>I receive helpful information about my child's progress and achievement.</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>29%</td>
<td>57%</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>This school provides opportunities to discuss my child's progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>36%</td>
<td>64%</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>I am well informed about school activities.</td>
<td>0%</td>
<td>7%</td>
<td>14%</td>
<td>21%</td>
<td>57%</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>I believe that if I have concerns or suggestions, the school would respond appropriately.</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>21%</td>
<td>64%</td>
<td>14</td>
</tr>
<tr>
<td>12</td>
<td>I am encouraged to be involved in the school in all kinds of ways.</td>
<td>0%</td>
<td>0%</td>
<td>14%</td>
<td>29%</td>
<td>57%</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>Teachers let me know how well my child is doing.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>36%</td>
<td>64%</td>
<td>14</td>
</tr>
</tbody>
</table>

Responses to this survey are pleasing, although as a school we do have room for improvement. It is satisfying that in a great deal of the responses parents have agreed or strongly agreed. This may be to the improved communication that has happened over the last 2 years informing parents what we are doing as a school and the reasons behind our directions. Parent participation in building strong relationships has been actively promoted and student results and improvements have been discussed and promoted with parents a lot more effectively.
Staff responses feature predominately in the agree and strongly agree columns. There has been a strong collegiality between staff in working towards common outcomes, which has been reflected in the PLC’s they have been involved in as staff. With the embedding of our school values across the community all conversations now focus on the core value of learning, and students are beginning to develop a strong partnership when discussing learning.
Student responses in the area of support for learning are again very positive, with only a couple of individuals responding in the strongly disagree-disagree area. This is an area we need to constantly pay attention to. This year more so than any in the last 4 years we have seen a big change in the student population with over a third of our students new to the school in 2010. There is a real need to constantly work on creating positive relationships and maintaining a positive communication line to ensure both new and existing students feel valued and listened to.

Overall these survey results are something that the whole school community should be proud of. It is a reflection on the work the community has done together to support the learning of our students. One area I would like to see some growth in at the end of 2011 is every parent/carer taking time to complete the survey so we have a true picture of all opinions in the school.

As well as these surveys there were a number of written responses that staff have looked at and will action in 2011, to ensure we are doing the best we possibly can around student learning.
outcomes. It is vital to ensure all stakeholders feel they are supported, and that the learning environment is safe and supportive towards learning.

Parent Comments - Quality of Teaching and Learning
My child has a speech problem and all the teachers especially the principal are very helpful and encouraging of him and us as parents. My children's teachers provide a great learning environment and make learning for them enjoyable and purposeful. I like to hear about the learning programs in the letters each term.

Parent Comments - Support of Learning
Gladstone Primary has some amazing learning facilities that my children have access to, particularly in the area of IT.

Parent Comments - Relationships and Communication
Gladstone Primary is a very welcoming school and has a great sense of community.

Parent Comments - Leadership and Decision Making
Gladstone Primary always seems to be looking for new ways to further improve, and include parents and students in this. What a great way to model to students.

Parent Comments - Other comments
For a small country school it's amazing all the resources and how much the teachers do for the children, and how much the school has achieved in projects they set out to do.
All I can say is that this is the best rural primary school I've come across with the best teachers, best staff and the best principle.

Staff Comments - Quality of Teaching and Learning
It is easy to see that the enthusiasm teachers have for their learning flows onto the students. The students then become enthusiastic about their learning.
The quality of teaching at the school is very high in quality. All teachers take on board students needs and capabilities when focusing on their learning.
Teachers are aware of student's learning needs and respond accordingly in their planning of programs.
Quality learning and teaching is a high priority for our staff, we are given many opportunities to continue to develop this.

Staff Comments - Support of Learning
There is a very positive approach to Behaviour Management focussing on the positives and on the school values.
Learning and student well being are areas that we continually focus on.
Everyone knows each student at our school so there is a very caring environment. Our school values are highly regarded by the school community and put into practice by all.
All teachers at the school have a huge focus on learning which the students respond to well. Any issues throughout the classrooms or school yard are dealt with in an appropriate manner.

Staff Comments - Relationships and Communication
This is a very positive place to work in, for both students and staff. Staff support each other and are positive towards students. The principal is highly supportive of staff and students and students are aware of this support and generally respond to it.
I feel very supported throughout this school and have enjoyed teaching here.
Staff model and encourage positive relationships between members of our school. There is a sense of belonging and I feel privileged to be a part of it all.
Our staff communicates and supports each other well. A stable staff means we have been working together for a long time and have the same values and learning beliefs.

Staff Comments - Leadership and Decision Making
Staff morale is high because of the excellent leadership and interaction.
The school has strong committed leadership. All staff are given ample opportunities to participate in T&D outside of the school. Staff, parents and students are all involved in decision making.
An excellent leader who models what is expected of staff and the rest of the learning community.
This school gives you the opportunity to make decisions together and share experiences from leadership days.
Leadership here is very supportive of all areas of the school community. It is fair, just and very positive.
Our principal is encouraging and supportive of our professional growth.

Staff Comments - Other comments
Our school is a happy place to come to work. I feel supported and part of a learning community.
**Student Comments - Quality of Teaching and Learning**
My teacher is very nice and knows what she is doing. She also is very smart and knows what the students need to learn.
The teachers are very nice and they explain things very well.
Gladstone Primary School is easy and everyone is friendly!!

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**Student Comments - Support of Learning**
Gladstone Primary School is easy and everyone is friendly!!
I love going to school because I get to see my friends everyday and always have fun.

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**Student Comments - Relationships and Communication**
Our school is very nice. People are well behaved and well educated they are also very nice and caring.
Gladstone Primary School is easy and everyone is friendly!!

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**Student Comments - Leadership and Decision Making**
Gladstone Primary School is easy and everyone is friendly!!
My school has a very good leadership program and everyone is involved in decision making.

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**Student Comments - Other comments**
Gladstone Primary School is easy and everyone is friendly!!
Summary

The 2010 school year was once again one that as a community we can be proud of.

As a learning organisation we continued to make improvements in the way we operate and we were able to introduce a number of new projects that supported the teaching and learning in our site.

Of particular reference in our development as a school is the appointment of two of our staff to leadership positions in other projects in 2010. Leonie Harris as a specialist teacher under the Teaching for Effective Learning National Partnership Project, and Kerri Blackwell as a Literacy Coach under the same National project funding. Both of these teachers were successful in these positions because of the high quality skills they demonstrated in our site and their ability to create change and be supported in the school setting. These achievements reflect positively on us as a learning community.

Leonie’s year in 2010 was very much an establishment year with the project gaining momentum throughout the year. Teachers certainly enjoyed the learning conversations they were able to have as part of this project and I was able to observe a definite change in thinking and practice around pedagogy in every classroom.

Kerri left us for terms 2, 3 and 4 after having a significant impact on student learning through her work in establishing our intervention support program. I am certainly looking forward to Kerri’s return in 2011 so we can access the vast knowledge and skills that she has acquired in her role as Literacy coach in neighbouring schools.

Staff have been active once again in delivering a diverse learning curriculum with camps and excursions the highlight of many students’ year. I would like to thank all teaching and support staff for their professional approach, willingness to learn, and their absolute support for school directions. The motivation they show in their roles and their absolute commitment to this site is greatly appreciated by the whole school community.

It is with sadness that in 2010 we farewell two staff members, Sue Wright our long serving librarian, and Mark Roullier our CPSW. Sue’s contributions to the school and her passion for reading were acknowledged by the Governing Council through naming the new walk way to the library in her honour. Mark will also be sorely missed for his work with students in the garden, building bird boxes and skilling students in some excellent handyman skills.

The 2010 school year should also be celebrated through our involvement in the Supporting School Improvement Diagnostic Review. This report highlighted a great deal of things we can be very proud of as a school community while giving us some clear direction when setting targets for the next three years.

As our Site Learning Plan finishes, and we begin to develop a new Site Improvement Plan, I feel we have a much deeper understanding of what is needed to become a high performing school. The findings of the SSI Diagnostic Review, with support from Regional Office personnel to help action the recommendations, and by continuing to be a hard working and supportive school community will ensure we are continually working towards this goal.

To finish I would like to personally thank Tom Flavel and the 2010 Governing Council, who continue to support our ideas and directions for the school. They should be very proud of the contributions and the decisions they have made in the last twelve months to ensure we have the resources that support learning in this site.

Thankyou to the parent community for their support for me in my role as Principal, for their support of staff, for supporting their children’s learning, and for the support of learning that is happening in this site.

Together we can continue to make a difference.

And finally, a huge thanks to the students in this school. I think I represent all staff by saying coming to work is a very enjoyable experience. The commitment they have made in 2010 to the school and the pride they have taken in our school should be honoured and congratulated.

Let’s continue to improve and aim to be even better in 2011.

Brenton Willson
Principal
14/2/2010